

Charting the LifeCourse



## **About Sheli**

- Sibling of three brothers, one who is 35 years old with developmental disability
- Member, Presidents
   Committee for Persons with Intellectual Disabilities
   Appointed by President Obama
- Associate Director, UMKC Institute for Human Development
  - Co-Director of National CoP on Supports to Families
  - Director of Mo Family-to-Family Health Info Center
  - Supporter of the Self-Advocacy Movement for 12



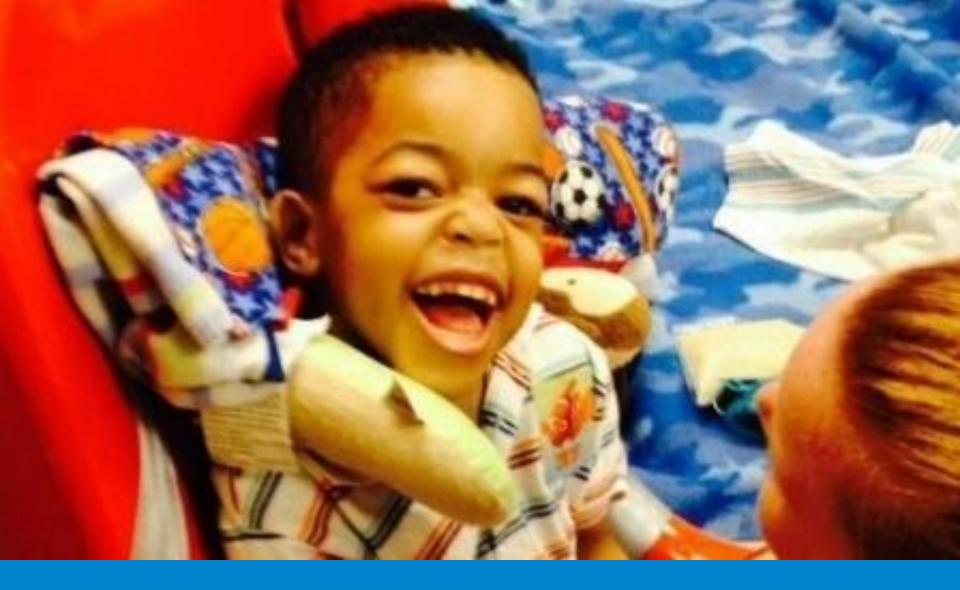




A University Center for Excellence in Developmental Disabilities

# Today's Outcomes

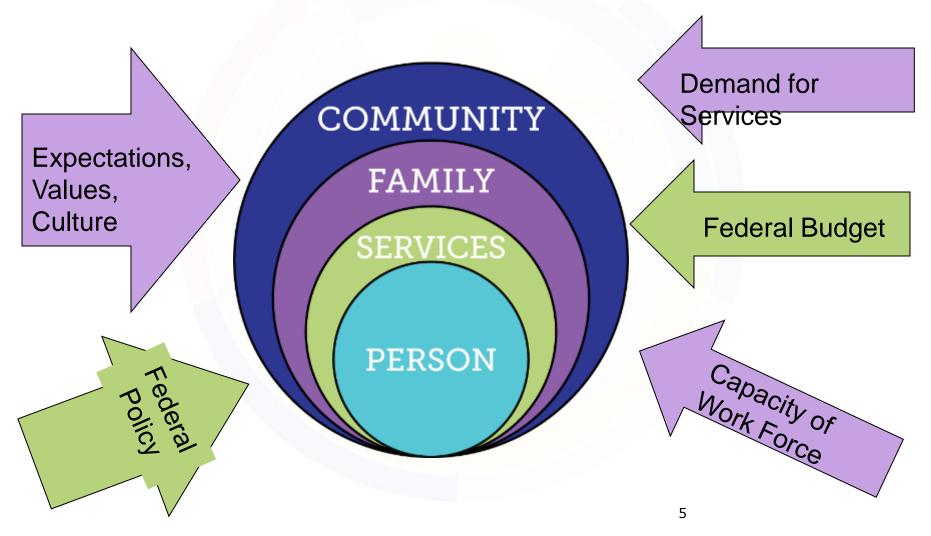
- Gain an understanding of the Charting the LifeCourse framework and it is being used to reframe policy, systems and practice change across the country
- Utilize the framework to celebrate the strengths of New Hampshire and identify barriers or gaps to supporting persons with DD and their families
- Hear examples about the Charting the LifeCourse promising practices and how it is being used by self-advocates and families



Setting the Stage



# Current Reality of Services and Supports



# Services and Supports are Evolving

COMMUNITY

FAMILY

PERSON

Everyone exists within the context of family and community



Traditional
Disability Services



Integrated Services and Supports within context of person, family and community



# Joining Forces for a New Vision

1950s Mom-----Parent-----Family Movement

1970s Self-Advocacy and Independent Living Movements (Nothing about me, without me!)

2000s Siblings Movement

1960s Medicaid and Medicare Established 1980s Medicaid Waiver (Community Supports)

2010s Affordable Care Act

1970s Rehab Act: 504 Plans 1975s Education for All Children 1990s IDEA and ADA

2000's Community and Society



# Type of Change that is Needed

#### **Transitional Change**

- "Retooling" the system and its practices to fit the new model
- Mergers, consolidations, reorganizations, revising systematic payment structures,
- Creating new services, processes, systems and products to replace the traditional one sting Blue S

#### **Transformation Change**

- Fundamental reordering of thinking, beliefs, culture, relationships, and behavior
- Turns assumptions inside out and disrupts familiar rituals and structures
- Rejects command and control relationships in favor of co-creative partnerships

traditional *Meating Blue Space, Hanns Meissner, 2013* 





Foundations of the Charting the LifeCourse Framework

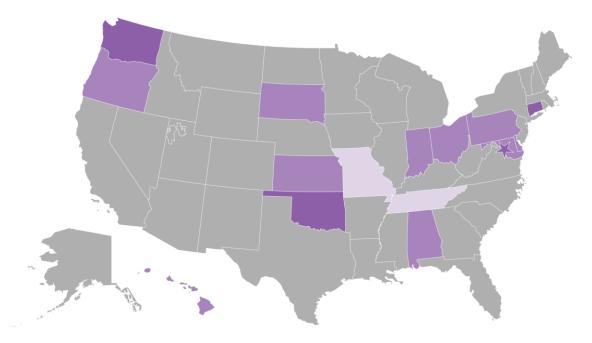


# National Community of Practice for Supporting Families

#### **Project Goal**

To build capacity through a community of practice across and within States to create policies, practices and systems to better assist and support families that include a member with I/DD across the lifespan.





## **NASDDDS**

National Association of State Directors of Developmental Disability Services



Original Funding Source



Thinking that Guides
the Framework

LifeCourseTheorySocialCapital
Person-CenteredPractices
Socio-ecologicalModel
Family-CenteredPractices
PublicHealthModel

CommunityIntegration PublicHealthModel AnticipatoryGuidance Self-Determination



# What is Charting the LifeCourse??

Guides thinking and **Guiding Framework** problem-solve Specific Area **Practices** (action, policy, procedure) to enhance or change **Educational Resources** Planning & Problem-Tools solving Worksheets



Why Charting the LifeCourse today?



# The Golden Circle

#### WHAT

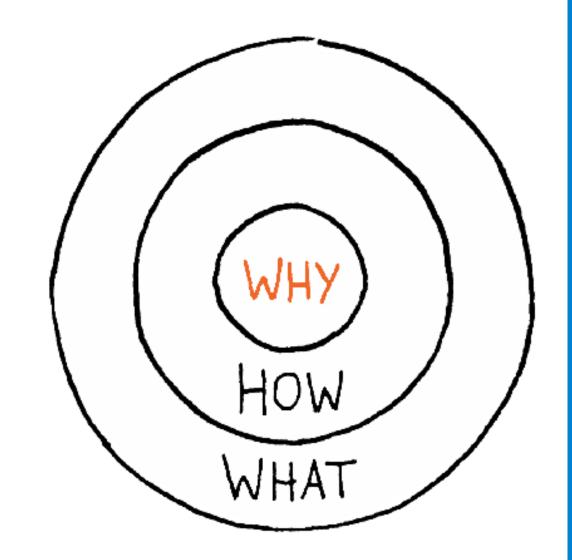
Every organization on the planet knows WHAT they do. These are products they sell or the services

#### HOW

Some organizations know HOW they do it. These are the things that make them special or set them apart from their competition.

#### WHY

Very few organizations know WHY
they do what they do. WHY is
not about making money. That's
a result. WHY is a purpose, cause
or belief. It's the very reason your
organization exists.





### Why: Core Belief

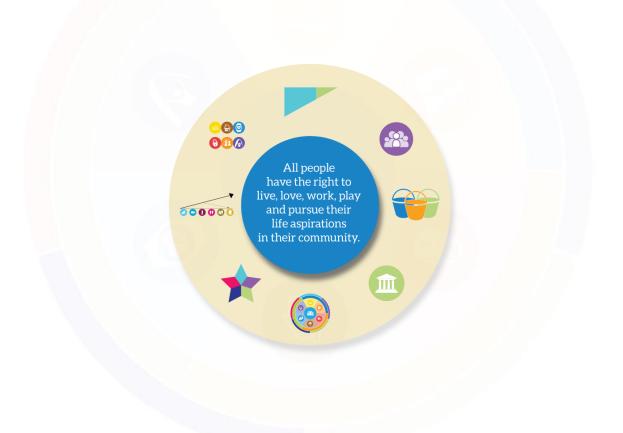
All people and their families have the right to live, love, work, play and pursue their life aspirations in their community.

All people have the right to live, love, work, play and pursue their life aspirations in their community.

\*Based on Simon Sinek, "Golden Circles" Ted Talks



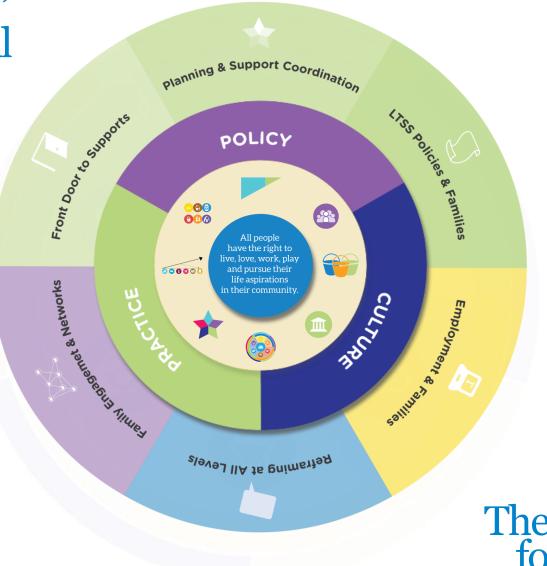
# **How: LifeCourse Core Principles**



# What: Reframing Change at Levels



The "What" for National CoP



The "What" for New Hampshire??





CtLC Principle: ALL People













Core Belief:
All people and their families have the right to live, love, work, play and pursue their life aspirations in their community.









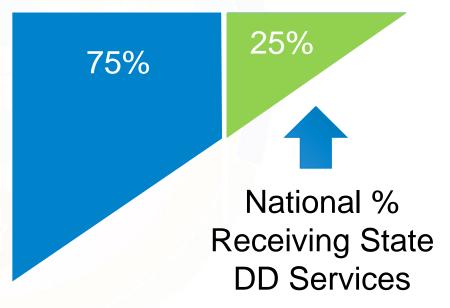
# National "All" People with DD





100%

4.7 Million people with developmental disabilities



\*\* Based on national definition of developmental disability with a prevalence rate of 1.49%



# Where People with I/DD Live

4.7 million estimated People with Developmental Disabilities\*

75% 3,500,000

Not Known to Services

12% 672,000

Living at Home

11% 528,000 Out of Home Services



Larson, S.A., Eschenbacher, H.J., Anderson, L.L., Taylor, B., Pengell, S., Hewitt, A., Sowers, M., & Bourne, M.L. (2017). In-Home and Residential Long-Term Supports and Services for Persons with Intellectual or Developmental Disabilities: Status and trends through 2015. Minneapolis: University of

Minnesota, Research and Training Center on Community Living, Institute on Community Integration.

# New Hampshirites with IDD

21,216 estimated New Hampshirites with IDD\*

75% (15,981)

Not Known to DD State System

25% Known to State IDD Agency

As Reported to RISP(2015)

**Total State IDD: 5,235** 

Waiver: 3,042

Host Home: 1,106

Family Home: 1,047

Own Home: 470

Group Home: 419

\*Based on 1.58% prevalence of 1.3 million citizens, US Census (2017





CtLC Principle: Supports for the Person within the Context of Family





# ALL Individuals Exist within the Context of Family

- Family is defined by the individual
- Individuals and their family may need supports that adjust as roles and needs of all members change
- Not dependent upon where the person live Family is





## "Good Life for All"

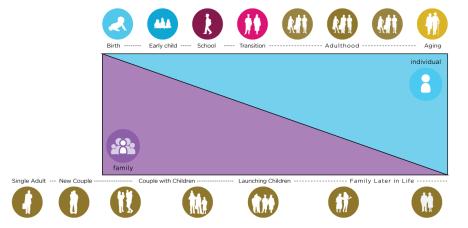


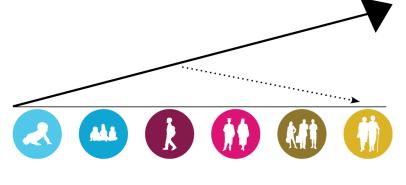
**Individuals** will achieve self-determination, interdependence, productivity, integration, and inclusion in all facets of community life



Families will be supported in ways that maximize their capacity, strengths, and unique abilities to best nurture, love, and support all individual members to achieve their goals

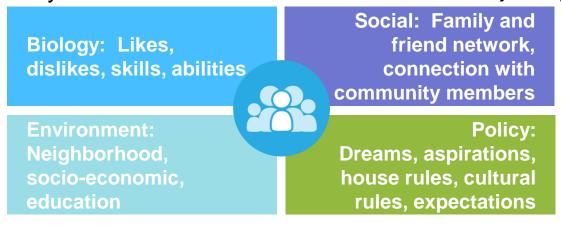






Family Cycle Impacts Member Life Cycle

Family Life Experience Impacts
Trajectory



Family Unit Impacts Individual Level

Characteristics

Recognizing Lifelong impact of Family: Person Centered Supports within the context of family





Affection & Self-Esteem

Repository of knowledge

Lifetime commitment



Provider of day-to-day care

Material/Financial

Facilitator of inclusion & membership

Advocate for support

\*Adapted from Bigby & Fyffe (2012), Dally (1988), Turnbull et all (2011)



Siblings often juggle multiple roles for support and caregiving, which can seem overwhelming





CtLC Principle: Supporting the Trajectory towards Good Life



# What is YOUR Vision for a Good LIFE?





# What DON'T you want??



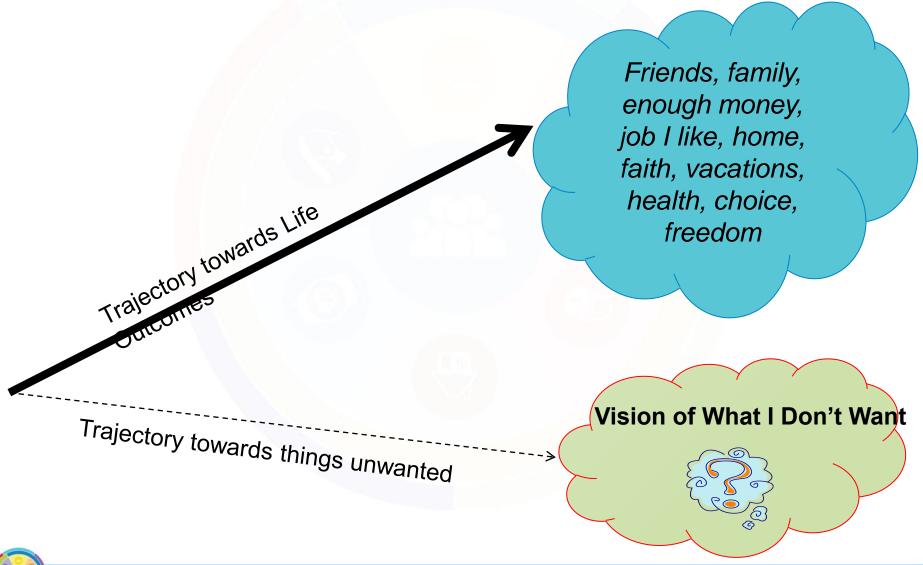


## Vision for a Good Life



The future is not something we enter. The future is something that we create. And creating that future requires us to make choices and decisions that begin with a dream.

# Trajectory towards Good Life



# Ben's Good Life Vision



**Family Friends TATTOOS Vacations** Girlfriend **Concerts WWE Nascar** Money Job/own business Fire Station Church **Tiger Football** Royals **Pepsi** Good Food Beer Active vertile at the Fit **Poor Health Diabetes Heart Disease** Guardian Isolated/Segregated Institution/group home **Treated Differently** 

# Life Experiences & Life Transitions

"Anticipatory Guidance for Life Chores and Experiences" allowance Summer jobs, Learning to say "no" babysitting Making Mistakes Playing sports or an instrument My parents have Birthday parties with friends passed away, what do I do? Scouts, 4H, faith groups **Parents Turn** 65 Medicare & **SSDI** Living **Transitio Turning Adult Life** 18. planning Leaving Leaving school at **Early** 18 or 21 Childhood/ Getting enter school New **Diagnosis** 

## How the Story Began: Shaylee

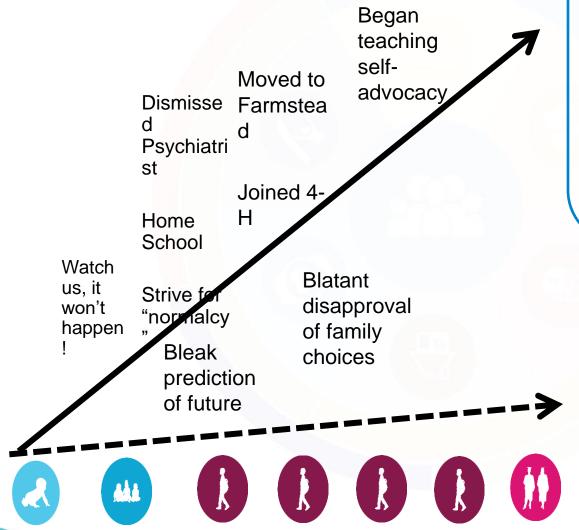
#### **How Others Described Shaylee**

- Fetal Alcohol Syndrome
- PTSD/Seizures/Learning Delays
- · Autism/ADHD/ODD
- Expectancy of Institutionalization
- Foster/Adoptive care

#### **Shaylee's Parent View**



## Shaping the Rest of the Story: Shaylee



#### **What We Want**

- Live independently
- Work with animals
- Healthy self care
- Self-regulate behaviors
- Control over finances
- Access to transportation
- Strong supports in place as needed

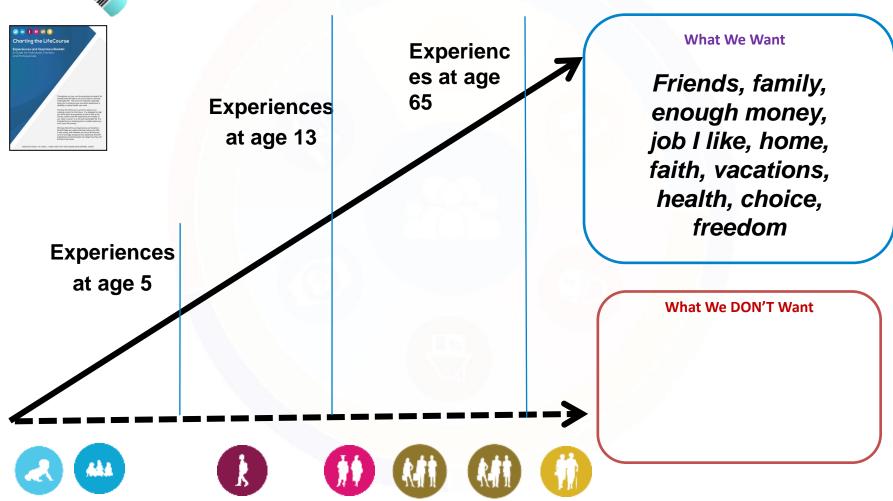
#### What We DON'T

#### Want

- Over-medicated
- Taken advantage of
- Institution or group home
- Others make all decisions choices for her.



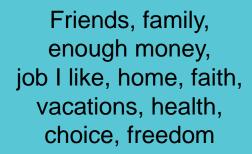
## Life Experiences = Life Outcomes





## Dignity of Risk and Mistakes

Never be defined by your past. It was just a lesson, not a life sentence.





Poverty, loneliness, segregation, restrictions, lack of choice, boredom

## Ben's Life Trajectory

#### Life Trajectory Worksheet

Past Life Experiences

Chores; boy scouts; School

inclusion/circle of

friends:

Birthday parties;

Riding bike;

Family vacations;

Church youth group;

Debit card:

Football manager;

Homecoming king;

Volunteering

High School diploma
LIST past life experiences that pushed the

arrow toward things you don't want.

Special education low expectations;

Physical barriers;



Write current 25

#### Future Life Experiences

LIST current/ future life experiences that continue supporting your good life vision.

Volunteer at fire station; Find more volunteer ops; Workout regularly;

Keep in touch w/ friends; Increase alone time;

Go out with friends: Spend daytime hours out of the house:

Explore micro

IST life experiences to avoid because they

Sitting at home watching TV all day; Rely on paid supports; Gain weight: Eat unhealthy foods or drink too much Pepsi (caffeine);

#### VISION for a GOOD LIFE

LIST what you want your "good life" to look like ...

Family and friends

Girlfriend

**Vacations** 

Concerts: WWE: Nascar

**Tattoos** 

Money; job or my own business

Volunteer at fire station

Being Tiger football manager

Church

Healthy & fit

Good food: Pepsi

Basketball

Royals baseball

Staying active

#### What I DON'T Want

Poor health, heart disease, diabetes;

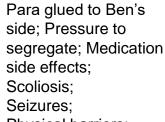
Poverty/no money;

Guardianship; institution/group

home; Segregation/isolation; being

Ionely

Being treated differently;























## CtLC Principle: Life Possibilities and Quality of Life Outcomes





## Person and Family Level Quality of Life Domains



Daily Life and Employment (school/education, employment, volunteering, routines, life skills)



Healthy Living (medical, behavioral, nutrition, wellness, affordable care)



Community Living (housing, living options, home adaptations and modifications, community access, transportation)



Safety and Security (emergencies, well-being, legal rights and issues, guardianship options and alternatives)



Social and Spirituality (friends, relationships, leisure activities, personal networks, faith community)



Citizenship and Advocacy (valued roles, making choices, setting goals, responsibility, leadership, peer support)





#### Tool for Developing a Vision - Family

LIFE DOMAIN		My Vision for My Family Member's Future	priority	Current Situation/Things to Work On		
Daily Life Employment	What do I think my family member will do during the day in his/her adult life?	Continue to volunteer at Fire Station because he loves it and he belongs. We want to help Ben start his own small business, based on his interests, using the Micro-Enterprise model. We want him to be active /not sit home all day.	1	Priority #1: We need to help Ben figure out how one of his interests can be used to help him start a small business and make money. We also need to		
Community Living	Where and with whom do I think my family member will live in his/her adult life?	Ideally, we want Ben to either rent or own an apartment, condo or house, and have a roommate or live-in companion. For now, we are looking at options for him to be more independent within our family home.	4	explore how to do this and maintain his eligibility for Medicaid. We also need to work with his daytime staff and help them with ideas on ways to get him out of the house more.  Priority #2: We need to take a more active role to help Ben invite friends to do things with him, especially the firemen outside the station.		
Social & Spirituality	How will he/she connect with spiritual and leisure activities; have friendships & relationships in his/her adult life?	Ben loves going to weekly mass and a lot of people there talk to him. The fire department also is a source of friendships for him. We want him to keep in touch with friends via social media and invite friends over or out and about with him. We would like him to have a girlfriend and maybe get married.	2			
Healthy Living	How will he/she live a healthy lifestyle and manage health care supports in his/her adult life?	Ben would work out at least 3-5 times/week, eat healthy food choices, and limit caffeine (Pepsi). We want to get a pill dispenser so he can be more independent taking his meds. We want him to be able to talk to his health care providers and be supported to make choices about his medical care.	3	Priority #3: Explore buying a medication dispenser that he can start learning how to use while we are around to supervise and help him. We		
Safety & Security	How will I ensure safety from financial, emotional, physical or sexual harm in adult life?	We want Ben to have lots of friends and family members who keep in touch with him regularly and will notice if something is wrong. He has a trust committee for his SN Trust, and he has family who are his Powers of Attorney. Use available banking options for financial security.		also think it is a good idea for him to start a small container garden to grown some of his own vegetables.  Priority #4: We would like to finish our basement as a		
Citizenship & Advocacy	How can I make sure he/she has valued roles and responsibilities, and has control of how his/her own life is lived as an adult?	We would like to see Ben have more active roles at church – maybe ushering or joining the men's group. Maybe find some other volunteer opportunities. Ben should be supported by family and trusted friends to make his own decisions and choices.		possible apartment for Ben or at least a hangout space where he can spend time with friends away from mom and dad.		
Supports for Family	What will our family need to help support him/her to live a quality life as an adult?	Helping Ben self direct his services is helpful so we can continue to work while still being able to hire people we know or that are highly recommended. We need coaching and mentoring for future options.				
Supports & Services	How will he/she be supported in adult life to lead the kind of life he/she wants as independently as possible?	By using a combination of technology, family and friends, community options, paid supports, and building on Ben's own skills and abilities, we think he can have the good life he wants.				

## Ben's Tool for Developing a Vision

Getting more specific in each life domain



LifeCourse Domains	Social Determinants of Health Domains (Healthy People 2020)				
	Education:  •High School Graduation  •Enrollment in Higher Education  •Language & Literacy  •Early Childhood Education &  Development	Economic Stability:  •Poverty •Employment •Food Security •Housing Stability			
	Neighborhood & Built Environment:  •Quality of Housing  •Environmental Conditions  •Access to Healthy Foods				
	Neighborhood & Built Environment:  •Crime & Violence  •Social & Community Context  •Discrimination				
	Health & Health Care  •Access to Health Care  •Access to Primary Care  •Health Literacy	Economic Stability:  •Food Security Neighborhood & Built Environment:  •Access to Healthy Foods			
	Social & Community Context  •Social Cohesion  •Incarceration				
	Social & Community Context  Civic Participation				





CtLC Principle: Individualized Supports to Achieve a Good Life



## Three Types of Supports

Discovery &

Navigation
(Info and Training)

Connecting & Networking (Talking to someone that has been there)

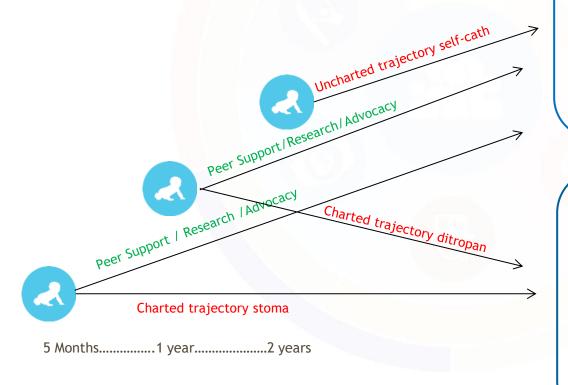
Goods & Services
(Day to Day, Medical, Financial Supports)

Overarching Area (3 Buckets)	Focus Area of Enhancement	Examples of Services or Supports			
Discovery and Navigation	Informational Support Instructional Skills Development Navigation and Advocacy Skills	<ul> <li>Informational Support (specific disability or health condition, options and possibilities for employment, community living, relationships, recreation, future planning)</li> <li>Skill Building Support (navigating and access services, behavioral supports, medical tasks)</li> <li>Interventions that enhance the ability to advocate for services and policy change</li> </ul>			
Connections and Networking	Emotional Support Affirmational Support Relationships and Social Capital	<ul> <li>Support Groups</li> <li>Professional Counseling</li> <li>Peer-to-peer interventions and programs         (Parent-to-Parent, Sib-shops, Self-advocacy organizations)     </li> </ul>			
Goods and Services	Physical Support Financial Material/Instrumental	<ul> <li>Individual and Family-Directed Supports</li> <li>Cash Subsidies and Financial assistance</li> <li>Transportation</li> <li>Respite/Childcare</li> <li>Adaptive equipment and Home modifications</li> </ul>			





## Elizabeth's Health Trajectory As Told by Her Mother



#### **VISION for a GOOD LIFE**

Self determination Choice Privacy

#### What I DON'T Want

Unnecessary medications
Unnecessary procedures
Limiting choices
Limiting self-determination





CtLC Principle: Integrated Star for Supporting Good Lives



## Integrating Services and Supports

COMMUNITY

FAMILY

PERSON

75%
People with I/DD
not receiving formal
DD services



25%
People with I/DD receiving formal DD services



100%
People with I/DD
receiving integrated
services and
supports



## LifeCourse Integrated Supports STAR



100%

#### Personal Strengths & Assets resources, skills, Technology Relationships abilities i-pad, computer, family, friends, smart phone apps, neighbors, coremote monitoring, workers, church cognitive members, accessibility, community Adaptive members equipment

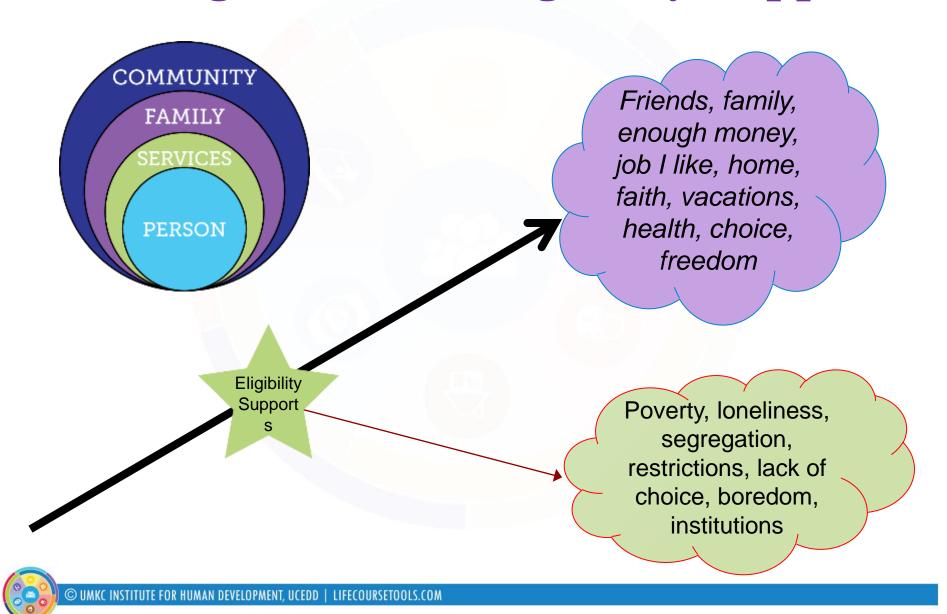
**Community Based** 

school, businesses, church faith based, parks & rec, public transportation **Eligibility Specific** 

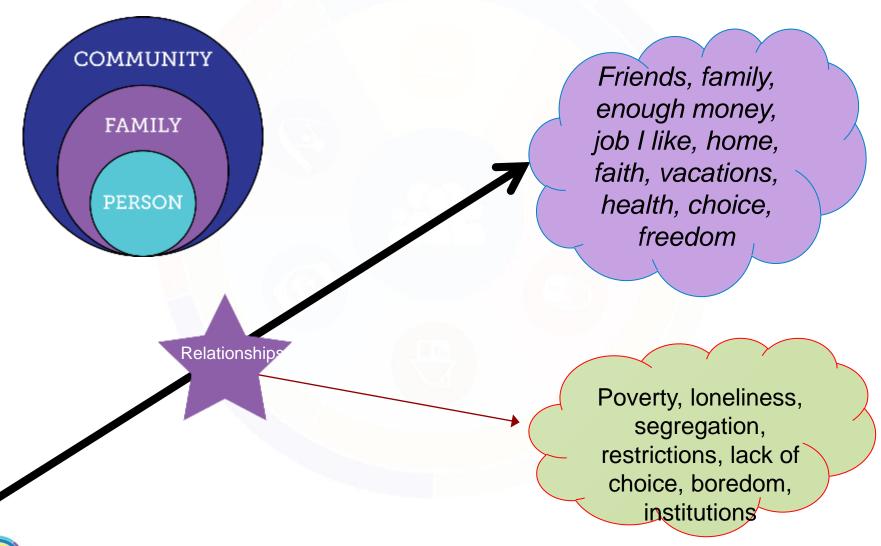
SHS services, Special Ed, Medicaid, Voc Rehab, Food Stamps, Section 8



## Focusing ONLY on Eligibility Supports



## Relying ONLY on Family & Friends





#### **Integrated Services and Supports**

People need supports to lead good lives. Using a combination of lots of different kinds of support helps to plot a trajectory toward an inclusive, quality, community life. This tool will help families and individuals think about how to work in partnership to support their vision for a good life.

Boby Monitor imaginative, Microwove literate, or DVR/CLicker articul TABLET FREE WHEEL CART HAND TRYKE SPORT CHAIR	smart, Mont Dad reative, Big Brothes ed, Funny Neighbors
Church School CYT-Dunce BBAIL / TENNIS 2-> ZoolLESOLAND / Aquarium Skate Purk / TLE ARAMA Library Store community Based	Hippotherapy Respite # SBEC SCIA Eligibility Specific

MISSOURI FAMILY TO FAMILY | UMKC-IHD, UCEDD

OCTOBER 2015

# Elizabeth's Integrated Star: Mapping Supports



### **TECHNOLOGY**

ID schedule

#### & ASSETS curious, sense of humor, friendly, loyal, ability to focus, organized, stands

firm in her beliefs, compassionate

**PERSONAL STRENGTHS** 

SHAYLE INETEGRATED **SUPPORTS** 

#### **RELATIONSHIP BASED**

Family, Support group families, neighbors, 4-H club members. Advocates, Librarian, Pastor, Sunday School Teacher and Youth Leaders. Pharmacist. **Doctor and Nursing** staff, Homeschool families, bowling league members and owners o

service coordinators insurance coverage, diagnosis and testing, age, location, living arrangements, therapies, income/SSI benefits or other financial aid, doctors, nursing, and specialists working as a team WITHEHIGIBILITY-SPECIFIC

### **BASED**

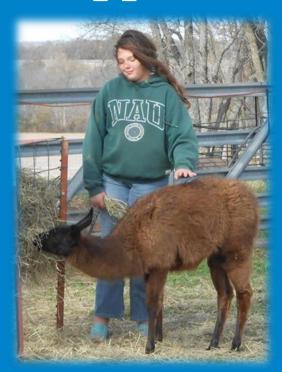
tag/jewelry Cell phone alarm clock microwave Timer computer kindle or Ipad daily

> Church/Sunday School/Youth Group, Parks and Recreation, YMCA, Bank, Library, Grocery Store Pharmacy, Doctor Office, Taxi, Bus or Oats

> Transportation, Support and Advocate Organizations,

COMMUNITYSBASED Support Groups

## Shaylee's Integrated Supports





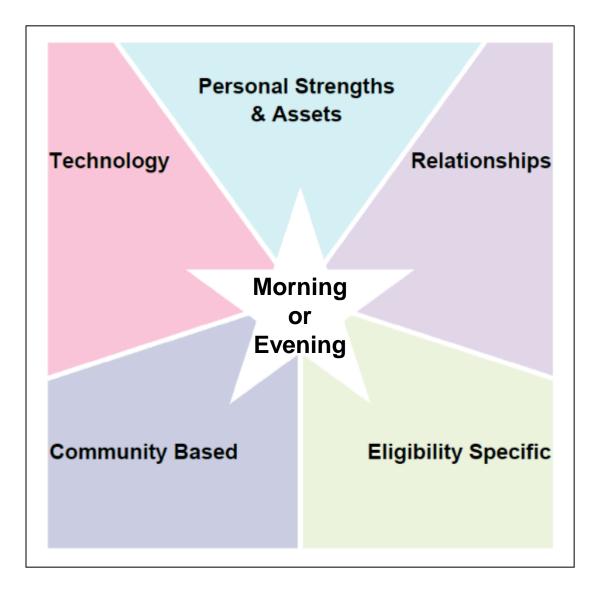


## The Garcias Good Life



Family, home, work health, keep culture,

Moving away to get supports, not staying together



## Daily Routine

List Supports that assist you:

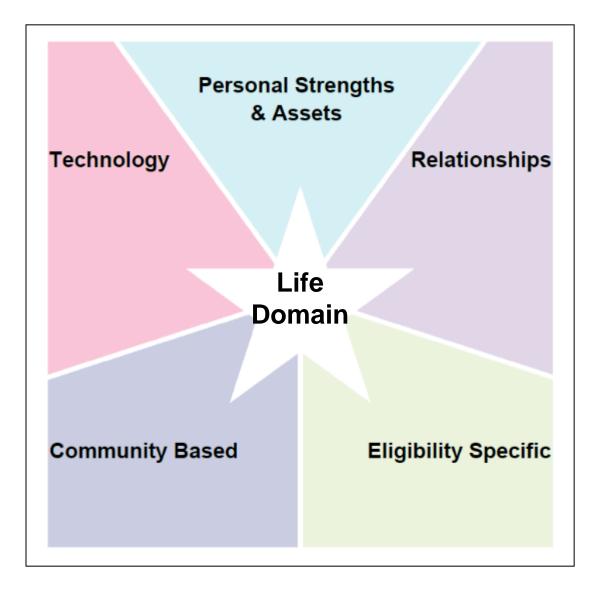
From Time You Wake Up Until Start Day/Go Work

OR

From Time you Get Off until you go to Bed







### Life Domains

What supports are available to...

-Support
"getting" (insert
domain)

-Or "keeping" (inse main)





## Focus on Social and Spirituality

#### PERSONAL STRENGTHS & ASSETS

Happy, Funny and loving Likes to help people Likes to try new things

TECHNOLOGY:

Police cars, tow trucks, RELATIONSHIPS:

fire engines and racecars

Golf Cart

See his girlfriend more Connect with his family Spend more time with friends



I-pad Smart Phone

## Eric

#### COMMUNITY BASED:



Scouts Red Robin Race Tracks

#### **ELIGIBILITY SPECIFIC**

Companion Supports day-to-day





#### Technology

- Fithit device. and app
- · Alarm on cell phone to wake up early for exercise
- Yoga app for hourly stretches.
- · Smart phone app for calorie counting/food diary.

#### Personal Strengths & Assets

- · Planned beach vacation (for motivation)
- · Access to workout equipment

Lose Weight

#### Yoga class at community center

- Dance exercise class at church
- City pool for swimming and water aerobies
- Neighborhood walking trail
- Nutrition class at local hospital
- Farmer's market for fresh produce

#### Community Based

**Eligibility Specific** 

#### Relationships

- Spouse not buying junk food for the house Erlend?
  - workout buddy
- Co-workers walk at lunchtime
- · Family notice complimet progress
- Dog for daily walks
- · Family/friends compete on Fitbit challenges.

## HEALTHY LIVING

**Problem Solving** For Specific Issue Or Goal



#### Technology

- Online resume builders
- . I-Pad or smart phone
- Computer
- Online classes
- Social media to connect and search for jobs
- Apps to help learn job skills or stay safe
- Vehicle or home modifications
- Calendar to keep track of schedule
- · Alarm clock or app
- · Electronic reminders
- Calculator
- Direct deposit and automatic bill pay

#### Personal Strengths & Assets

- Has chores and responsibilities at home or school
- Uses alarm to wake up and get ready for school or work
- · Knows how to access and use public transportation
- . Has had summer job or other work experience
- Able to communicate needs
- · Uses a debit card

#### My Employment Goal

#### Job shadow family member

 Spend day with friend at their college or trade school

Relationship

Based

- Ask family friends, teachers what kind of job they think you would be good at
- · Start carpool or ride co-op
- Ask neighbors, friends or family about doing odd Jobs for them
- Ask same age peers about their summer or part time lobs
- Ask friends and family about Jobs or education plans after high school

#### · Visit businesses to learn about jobs

- · Visit colleges or technical schools
- · Attend career day or job fair at school or in community
- · Talk to school counselor about your job interests
- . Go to bank and open a student or joint bank account
- Explore local transportation options
- Learn to use public transportation
- Participate in community theater, after school clubs, sports, scouts, boys/girls clubs

- Vocational Rehabilitation or Independent Living Center for job exploration or assistance
- . Area Career Center for job interest and skill assessment
- · IEP or Transition plan to learn skills and work experience
- . IEP to develop a Circle of Friends
- · Agencies or providers who offer social skills classes
- · Special Olympics or Challenger sports programs
- · Disability specific social groups
- · DDD system personal care supports
- Job coaching

#### Community Based

Eligibility Specific

## Domain Specific

## Daily Life: Focus on Employment





## LifeCourse Star for Integrating Supports



## **BEFORE: Services and Supports**



TECHNOLOGY:

**RELATIONSHIPS:** 

Mom, Dad

Ben's Services & Supports

COMMUNITY BASED:

DDD Self-Directed waiver PCA staff;
Medicaid; Special Needs Trust

Time	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
6-8:30 AM				-			
6:30-7 AM	1						
7-7:30 AM	Parents ge	Parents get Ben out of bed, assist with breakfast, shower, getting dre				sed and ready for his day	
7:30-8 AM							
8-8:30 AM							
8:30-9 AM	1						
9-9:30 AM							e weekend
9:30-10 AM						emb	port
10-10:30 AM							
10:30-11 AM							
11-11:30 AM							
11:30-12 PM		Weiv	er Self-Directe	d PCA			
12-12:30 PM							
12:30-1 PM							
1-1:30 PM							
1:30-2 PM							
2-2:30 PM							
2:30-3 PM	1						
3-3:30 PM	1						
3:30-4 PM							
4-4:30 PM							
4:30-5 PM	1						
6-6:30 PM	-						
5:30.6 PM	1						
6-6:30 PM	1						
6:30-7 PM	Mom and Da	ad provide all s	upport, includi	ng meals, trans;	portation and		
7-7:30 PM	-	embb	ort for activitie	e, etc.			
7:30-8 PM	1						
8-8:30 PM	1						
8:30-9 PM							
9.9:30 PM							
9:30-10 PM	1						
10 PM-6 AM			Mom an	d Dad are over	thate trigin		

## **AFTER: Services and Supports**

#### PERSONAL STRENGTHS & ASSETS

Able to stay home alone for up to an hour; has &

TECHNOLOGY: can use i-pad;

i-pad when home alone; digital watch RELATIONSHIPS:

Mom, Dad,

Matt, Zac, Ali,

Chad, Ericka,

Roy, Carol, Nick, Spohn,

&

Ben's

Services

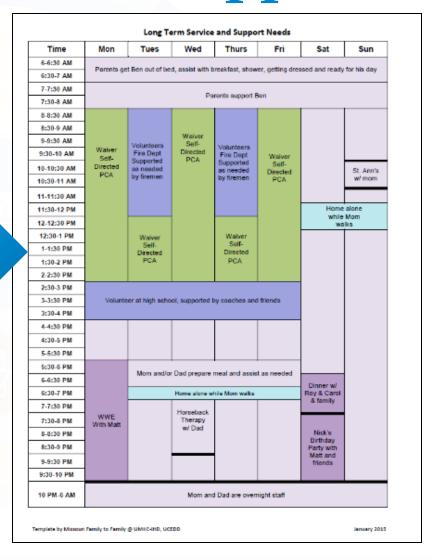
Supports

COMMUNITY BASED:

Firemen at ESFD; coaches & staff at ES high school;

Omni bus;

DDD Self-Directed
waiver PCA staff;
Medicaid; Special
Needs Trust





## Ben's Life Activities

#### PERSONAL STRENGTHS & ASSETS

Can stay home alone for up to one

hour TECHNOLOGY:

I-pad to watch **WWE** 

network and music videos;

facebook

Ben's Life

Activitie

IFIC

#### RELATIONSHIPS:

Mom, Dad, Matt, Zac & Ali; firemen friends; Nick, Spohn, Mike, Ange, Chad,

Ericka & twins

5	
COMMUNITY BASED:	ELIGIBILITY SPECI
Fire Station, Wal-Mart, movies, bowling, Sonic, Price Chopper, Church, High School, IHD	Paid staff thru SE waiver help with activities, ADL's & access community
	therapeutic riding





#### Technology

#### Personal Strengths & Assets

#### Decision Making:

 Ability to communicate wants, needs, and wishes (traditional, sign, gesture, communication device)

#### Money Management:

Understands concept of money

#### Personal Safety:

- · Knows address, phone, other contacts
- Carrier ID
- Disaster or Emergency Plan
- Ready bag for emergencies

#### Decision Making

- Smart Phone
- TelephoneComputer

#### Money Management

- Online Banking
- Debit Card

#### Personal Safety

- GPS Enabled Device
- Personal Safety Device
- Remote Monitoring
- Computer or Electronic locks

Relationship

Based

#### Decision Making Supports

- Personal Contract or Agency Agreement
- Power of Attorney –
   General
- Power of Attorney for Health Care
- Supported (Shared)
   Decision Making

#### Money Management

Joint Bank Account

#### Personal Safety

Close Family & Friends

Safety & Security: Options & Alternatives To Guardianship

#### Decision Making

- Medical Advisors (Doctor, Nurse)
- Clergy or Life Coach
- Financial Advisors
- Educational Advisors (Teacher, Counselor)

#### Money Management:

- Limited Bank Account
- Direct Deposit
- Automatic Bill Pay

#### Personal Safety

- Neighbors
- Police
- Fire
- Emergency Medical Responders

#### Community Based

#### Decision Making

- Service Coordinator
- Plenary or Limited Guardianship

#### Money Management

- Representative Payee for SSI, SSDI, VA or other benefits
- Supplemental Special Needs Trust

#### Personal Safety

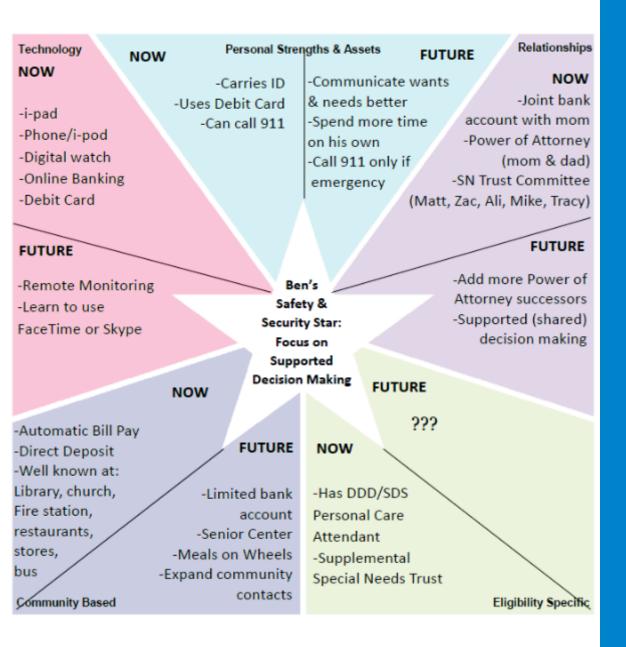
- Personal Care Attendant/Direct Care Worker
- Adult Protective Services

#### Eligibility Specific

## Safety and Security

## Focus on Supported Decision Making





# Ben's Safety & Security Star

Focus on
Supported
Decision Making





### CtLC Principle: Person- and Family-Centered Policy & Systems Change



## Partnering with People with Disabilities and their Families



So they can Engage, Lead, and Drive Policy and Systems Change

### Comprehensive, Integrated & Coordinated Systems Across Life Domains & Stages

Pediatrician, Families and Friends, Faith based

IDEA Part C, Parents as Teachers, Health, Headstart

School, Special Education, Health, Recreation

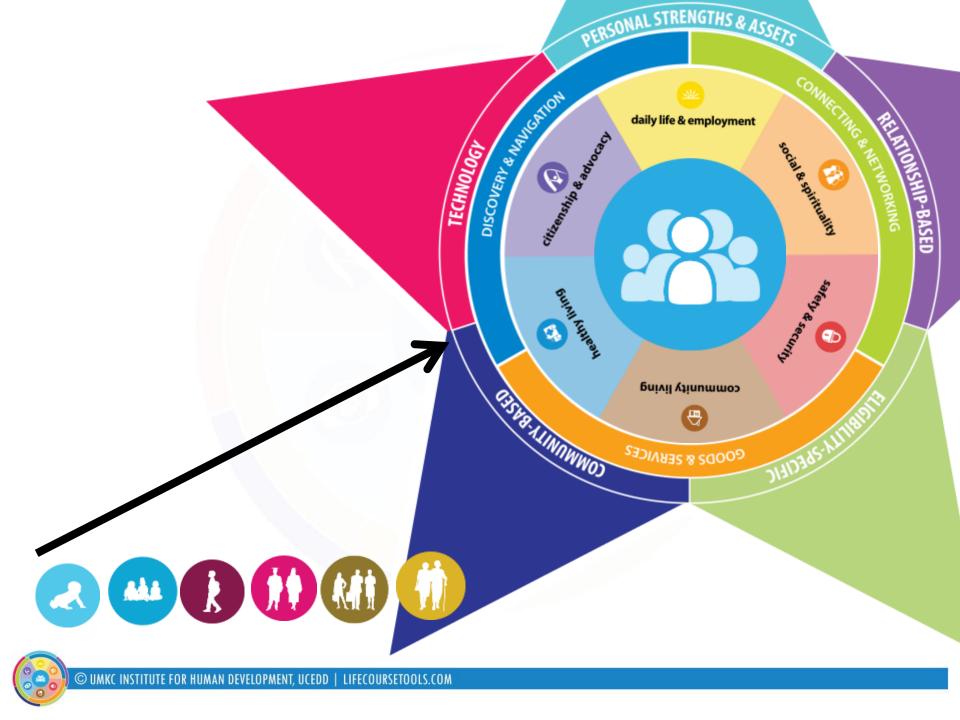
Vocational Rehab, Health, Employment, College, Military

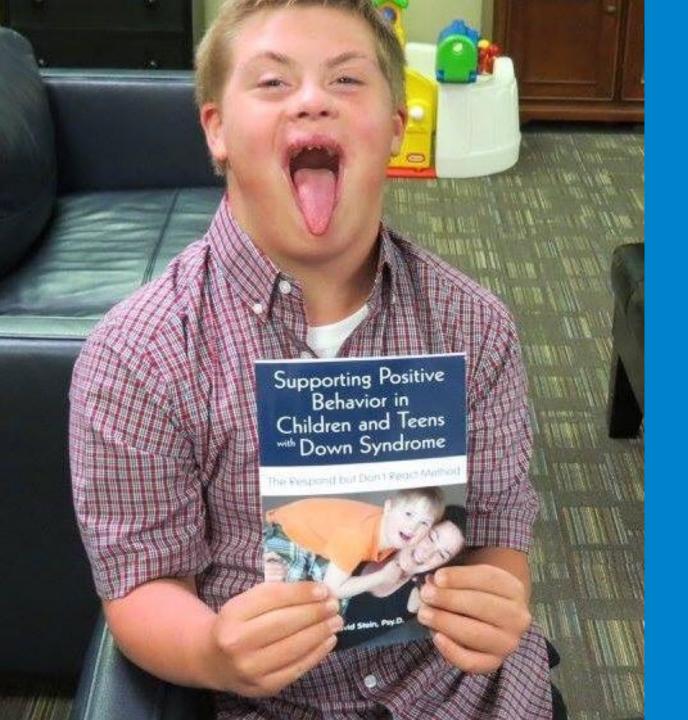
Disability Services, Health, Housing, College, Careers

Retirement, Aging System, Health





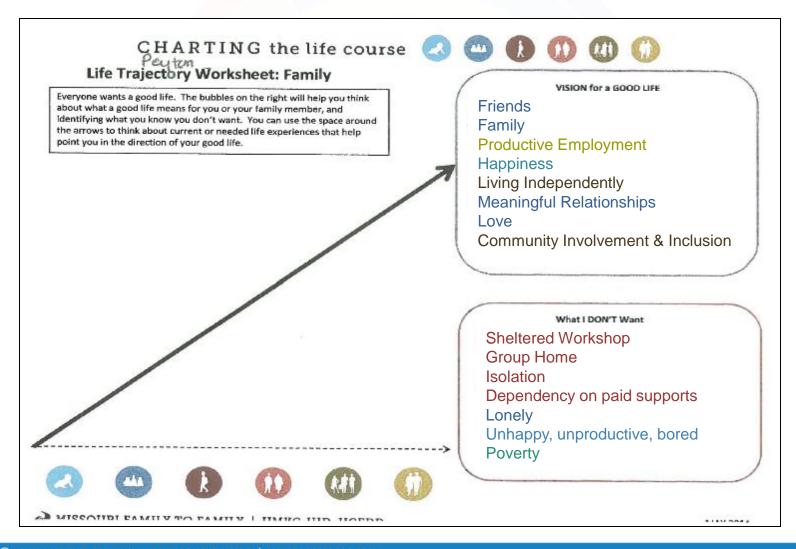




## Some Paid Services School Age



## Peyton's Good Life Trajectory





## Peyton's Integrated Supports



TIME	MON	TUES	WED	THURS	FRI	SAT	SUN
6-6:30 AM	EN VALUE		AS A COST	September 1995	A COLUMN TO	9000000	THE REAL PROPERTY.
6:30-7 AM	100000000000000000000000000000000000000	A SULVE OF	PAGE	0		9816	- N
7-7:30 AM	AND DESCRIPTION	0	The factor of the contract of	ovides	MANUS SEE	<b>新生产</b>	1000
7:30-8 AM	THE PERSON NAMED IN COLUMN	6484 - L	THE RESERVE	SUP.	port		
8-8:30 AM				V.V		To be before	
8:30-9 AM	Schoo	Drovi	ling su	pontt		100 m	4
9-9:30 AM	thro		lous m	All I was a second			Churd
9:30-10 AM		Suppl		-			Mrs
10-10:30 AM		Support			100	3007	1000
10:30-11 AM	- Aid s	Hoports	in Red	Ed and		(D) 200 7 7 C	
11-11:30 AM	7. 5. 10. 10. 10. 10. 10.	ial ed	rlassron	712 p. 2. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1.		En la constant	455
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12:30-1 PM						PCA/	ac lente
1-1:30 PM						例(第二十)	100
1:30-2 PM						chorpel a	VICE VS
2-2:30 PM						the offer	1
2:30-3 PM						Ku	de
3-3:30 PM						E-SAN S	10
3:30-4 PM		September 1	- 40	1000	37411350	MARKET .	1 7
4-4:30 PM	POAT	PCAT	PONT	PCAL	POAT	A Single-	200
4:30-5 PM	779/02	Home	Home	Heme	Home	Anna San Li	17 4
5-5:30 PM	Hatth	Health	14 ath	Lealt	Den Ha		.08
5:30-6 PM	No.	TERRETOR POR	Santa Color Color	School Park	No.	A CONTRACTOR OF	2
6-6:30 PM	WEST CO. STATE	Property of States	provid	resilences Programme	BRESTELL WINDS	Sports	E100000

MISSOURI FAMILY TO FAMILY | UMKC-IHD, UCEDD

7:30-8 PM

8-8:30 PM

8:30-9 PM 9-9:30 PM

9:30-10 PM

10 PM-6 AM

February 2015

## Peyton's Trajectory for Planning Meeting

#### Life Trajectory Worksheet

#### Past Life Experiences

LIST past life experiences and events that supported your vision for a good life.

Inclusion in Gen Ed Learning

Education of support staff and students to provide understanding

Exposure to various activities

Riding the Reg Ed Bus

Providing schedules and set expectations

Help building friendships

Educating my peers

Letting me advocate for myself

LIST past life experiences that pushed the arrow toward things you don't want.

Seclusion in Special Education Classrooms

Aids helping me in every situation

Riding the Special Education Bus

Low expectations

Being punished for bad behaviors

Making excuses for my behavior

#### Future Life Experiences

LIST current/ future life experiences that continue supporting your good life vision.

#### VISION for a GOOD LIFE

LIST what you want your "good life" to look like ...

Have a job (Gainfully Employed)

Make Friends (Have Quality Relationships)

Make Money (Be Financially Independent)

Have a Girlfriend (Find Love)

Have Kids

Live on My Own (Independently)

Go Bowling (Participate in Community)

Build things in the forest next to New York City (Have hobbies he enjoys)

#### What I DON'T Want

LIST the things you don't want in your life...

No Friends (Unhealthy Relationships)

Get fired (Unstable Employment)

No Girlfriend (Isolation)

No Kids

Stigmatized



age here 2016-2017

6th Grade

......

LIST life experiences to avoid because they push you toward things you don't want.

















\*\*\*\*\*\*\*\*\*\*\*\*



Impact on All Family Members Life Trajectory Worksheet My LifeCourse Portfolio Fact tile Experiences
UST post life experience and events that
supported your water for a good inc. Name tile Reprieses LIIIY'S TORE PAGE PROFILE LBT carerty future He experiences that continue resporting your good He vision. Advoveledging and responding to my -Visits to the library to read/learn about nutrition -Positive strategies for the car, not signs, gostures, sounds and words.

-Playing with me to help me learn and. Нарру Financially Independent Educated Friends Healthy Relationships Positive Life Experiences Balanced/Adaptable Curious Accepting/Open-minded Independent Healthy LIST the thires you don't want in your life... Integrated Services and Supports Proof or the control of the control Loneh In Poverty y dependent on government/parents Determined Straightforward Successful/Fulfilling Career Delven Diplomatic Ambillious Financially Stable Objective Adventurous Hard Worker Trave! Idealistic: Нарру Kensurculul Good Health/Fil Helpful Respected Independent Valued Close Friends Active Retirement/My Choice Affordable/Adequate Healthcare Crystal Gym Grecery Stores Church TOPS group Health Department

Phone

Treadmill

Computer

Machinik

Apps Crockpot

Outlet timer

Eurobook

Davicare

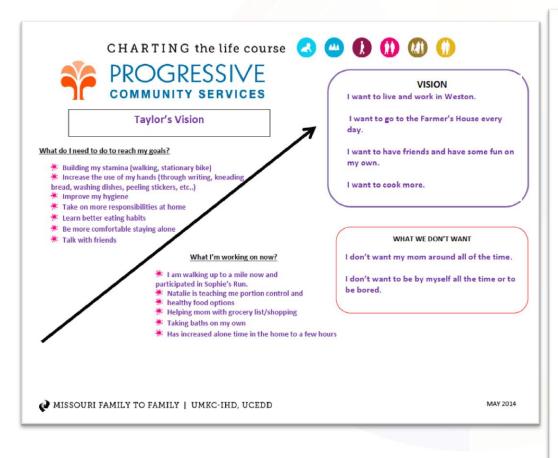
Skillet Coffee maker

ritbit

DVD Player

Access the LifeCourse framework and tests of Microscopius is conde prima family en 'k-rik, Li Volume famousk ( Liftis (ed., p. 200, rem america e Monamera e e

# Taylor (23 yrs old) and Moms Vision



#### CHARTING the life course









Tool for Developing a Vision - Family

forming a vision and beginning to plan for the future in each of the life domains helps plot a trajectory for a full inclusive, quality life in the community. This tool is to help families of all ages — those with a very young child, an adult or somewhere in between, start to think about a vision for how their family member will live their life as an acquired.

LIFE	My Vision for My Family Member's Future	rank	Current Situation/Things to Work On	rank
Daily Life	What do I thent my child will do during the day in his/her adult life?		would like her to have	

#### CHARTING the life course













#### Tool for Developing a Vision - Individual

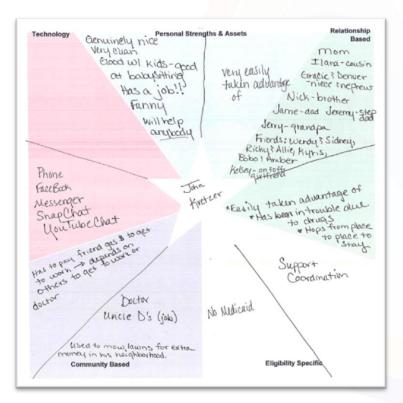
Forming a vision and beginning to plan for the future in each of the life domains helps plot a trajectory for a full, inclusive, quality life in the community. This tool is to help individuals with disabilities of all ages start to think about a vision for how they want to live their life as an adult.

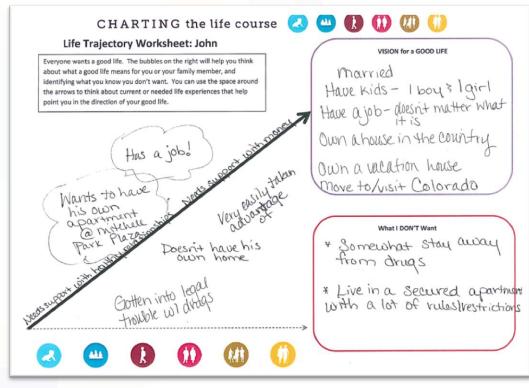
LIFE	My Vision for My Future	rank	Current Situation/Things to Work On	rank
Daily Life Employment	What do I think I will do/ward to do during the day in my solub life? What kind of polylumear do I think I might tha?		go aroimminos blan en ribad mark bart finn	
Community Living	Where would I like to live in my adult life? Will I live alone or with someone 4 list?		wants to live on a nouse us a roommate	
Social & Spirituality	How will I connect with spiritual and letture activities, and have friendships and relationships in my adult 1817		mom + dod will help her	
(G) Healthy Living	How will I live a healthy lifestyle and manage health care suggests in my adult life?		mon will take her to appt.	
Safety & Security	How will stay rate from Reancial, emotional, physical or sexual harm in my adult 8fg?		wisure	
Citizenship & Advocacy	In my adult life, what kind of valued roles and responsibilities do/will I have, and how do/will I make sure I have control of how my own life is lived?	- ,	wants to have porous	
Supports for Family	How will my family still be involved and engaged in my adult life?	-	They will take more places, vielp will everything	
Supports & Services	What types of support will i need to live as independently as possible in my adult life, and where will my supports come from?		- hydiene making a shopping meals - transpiration more	



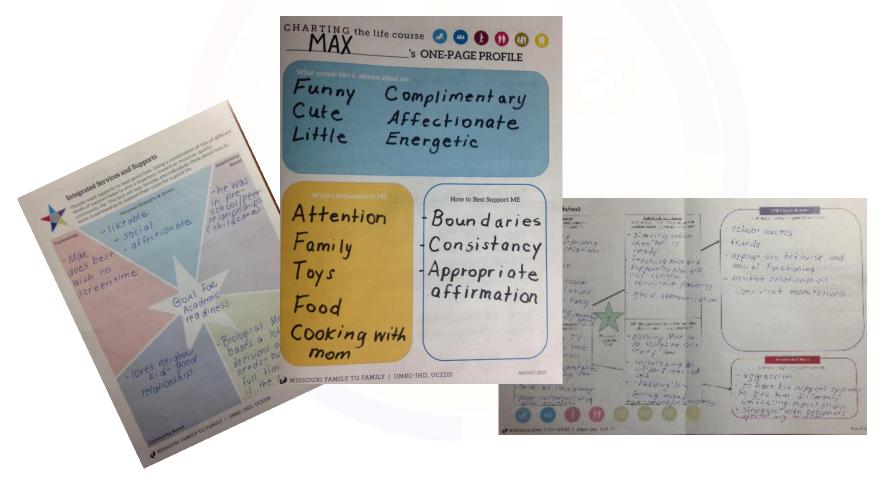
## John, 26 years Old Case Management Only

## Homeless: Moves from house to house





# Max Early Childhood Transitions



## Jessica Planning Her Future for Success



#### Technology

#### Personal Strengths & Assets

#### Relationship Based

#### Decision Making:

Decision Making: | | can accurately choose from lists of activities. | | have definite preferences for what | like to do.

I can learn on line or in

person.

Missouri Assistive Technology

-What equipment do I need?

-What is available?

-AerAbility grants?

#### Money Management:

Can I buy it at a regular store?

How can I pay for it?

-Private funding

-Charity

-Public funding eligible

Personal Safety: Decision making apps Skills: I have a very positive attitude. People like to be around me.
I will try to do any activity that I am challenged to do.

Hike to do anything outside and I work hard.

I have been working outside all my life.

Money Management: I can use a debit card and cash.

Personal Safety: I follow directions well.
I can tell a person of authority who I am,
where I live and who my parents are.
I might get bored but will get back
on test with reinforcement.

Decision Making:
Caleb's family farms
Caleb can express his
preferences.
Caleb needs support to
understand the situation to
make choices.

There are some situations he will not comprehend and will need more input from trusted family or friends.

Skills:

Caleb has been trained to understand how go pick and handle produce in the garden. He is interested in learning more about animals. Caleb has support to try new opportunities.

Money Management:

Caleb is learning more about money. He needs help with significant monetary decisions.

Personal Safety:

Caleb is known by some other school district students in our community.

He is known in our church community.

He needs to be with a trusted adult at all times.

Future Career Planning Caleb

#### Decision Making:

Caleb needs substantial support in regards to public sector resources.

#### Money Management:

- -Substantial family involvement and planning
- -Financial Planner
- -Can use traditional savings to pay for school/career
- -Tax status can I get tax deductions and credits?

#### Personal Safety:

- -Lawyer Special Needs Trust, Alt. Guardianship tools, Living Will
- -I have private health insurance as well as Medicaid

#### Community Based

#### Decision Making:

Use a CWIC to understand my SSI/SSDI benefits options.
Use Vocational Rehabilitation for job readiness planning.
Use CIL to understand community options of all kinds.

Money Management:

Determine how to use Student Earned Income Credit benefit Medicaid – access waiver, medical insurance, support, job coach,

equipment, PCA

PASS, IDA, grants,

Determine how my services will be effected and eventually replaced as my income increases? Determine what financial tools are available based on my eligibility ABLE,

> Increase cash flow and keep/get private insurance - HIPP Personal Safety:

Good relationships with family, providers and case managers learn about P&A/DHSS rights to protection

Eligibility Specific

## Caleb's Career Planning Star



## **Technology**





**ETS HISET** 

## **Relationship Based**





Social Skills







Resume Template

3456 SE 123 Ave. West Miami, FL 15677

Home (205) 555-4554. Cell# (286) 555-0097





Job Search











**Ask Questions** 



**Transportation** 

**Community Based** 









Personal Strengths and Assets





**Eligibility** 



Supporting "Good Life" Across Generations



## Barbara's Good Life





- Live in my own home
- Go to church and get out in the community
- Spend time with granddaughter
- Country and gospel music
- Gardening and flowers
- Crossword puzzles, game shows, and soap operas

#### **What I DON'T Want**

- Live in a nursing home
- Be alone
- Sick, go to hospital
- Financial problems
- Personal drama & stress

















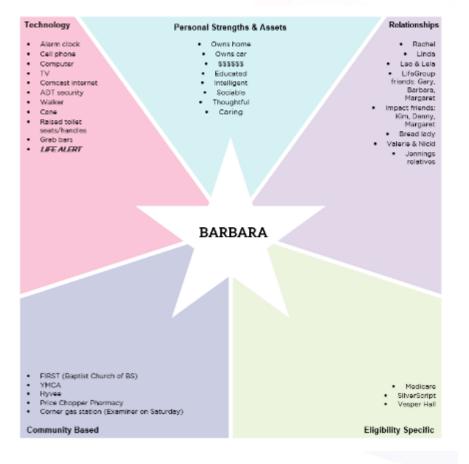


## Barbara's Life Before the hospital (as of May 2015)

Barbara's Long Term Support Schedule

May 2015

TIME	MON	TUES	WED	THURS	FRI	SAT	SUN
6-6:30 AM							
6:30-7 AM							
7-7:30 AM							
7:30-8 AM							
8-8:30 AM							
8:30-9 AM							
9-9:30 AM							
9:30-10 AM		Volunteering at Impact		Volunteering			
10-10:30 AM		at impact		at Impact			Church & Sunday
10:30-11 AM							School
11-11:30 AM							
11:30-12 PM							
12-12:30 PM							
12:30-1 PM							
1-1:30 PM						Rachel comes over	
1:30-2 PM						for lunch	
2-2:30 PM							
2:30-3 PM							
3-3:30 PM							
3:30-4 PM							
4-4:30 PM							
4:30-5 PM							
5-5:30 PM							
5:30-6 PM							Night
6-6:30 PM							church
6:30-7 PM					LifeGroup with friends		
7-7:30 PM				Fun night at	Fun night at church		
7:30-8 PM							
8-8:30 PM							
8:30-9 PM							
9-9:30 PM							
9:30-10 PM							
10 PM-6 AM							



CHARTING the life course









#### Barbara's Long Term Support Schedule

Barbara's Long Term Support Schedule							
TIME	MON	TUES	WED	THURS	FRI	SAT	SUN
6-6:30 AM							
6:30-7 AM							
7-7:30 AM							
7:30-8 AM							
8-8:30 AM							Rachel
8:30-9 AM							takes Grandma to
9-9:30 AM							church and
9:30-10 AM							attends
10-10:30 AM		Sherry Blyler – bread					
10:30-11 AM							LifeGroup
11-11:30 AM						Rachel	with friends
11:30-12 PM	Ronda			Chaney		helps Grandma	
12-12:30 PM	Konda	Character				grocery	
12:30-1 PM		Chaney				shop and	
1-1:30 PM						plan menu for the next	
1:30-2 PM						week	
2-2:30 PM							
2:30-3 PM							
3-3:30 PM							
3:30-4 PM					Character		
4-4:30 PM					Chaney		
4:30-5 PM							
5-5:30 PM							
5:30-6 PM							
6-6:30 PM							
6:30-7 PM	Rachel	Rachel	Rachel	Rachel	LifeGroup		
7-7:30 PM					with friends		
7:30-8 PM							
8-8:30 PM							
8:30-9 PM							
9-9:30 PM							
9:30-10 PM							
10 PM-6 AM							



# CtLC in Action in New Hampshire

Policies and Practices for Supporting Good Lives for Person with DD and their Families

## Role of System in Supporting Human Needs

Person and Family Human Needs

System
 Structures,
 Requirements and
 Culture



Kingsley, Emily P. (1987) Welcome to Holland.

What is Your role in Supporting the "Journey of Life"

## Human Needs vs. System Needs

#### **Human Needs of Person and their Family**



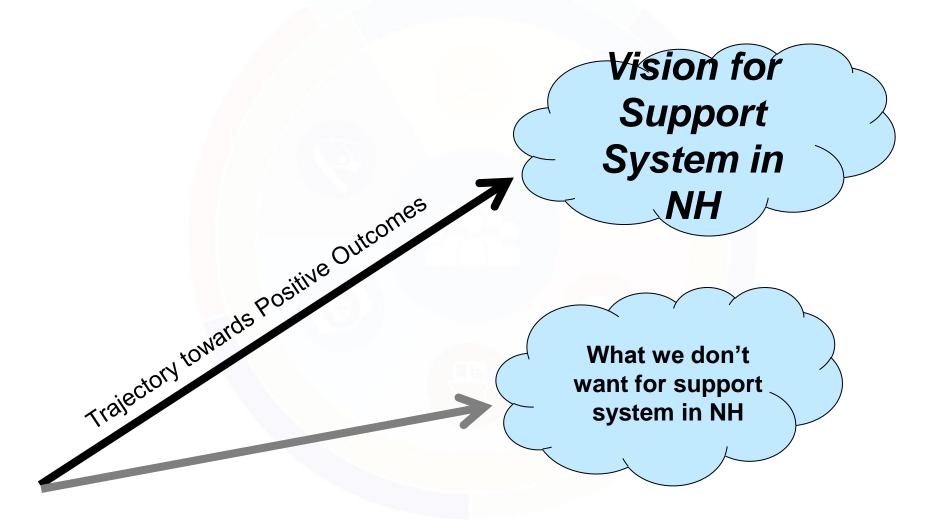
## Touchpoints between Person/Family and LTSS



System Requirements (Federal, State, Organizational)



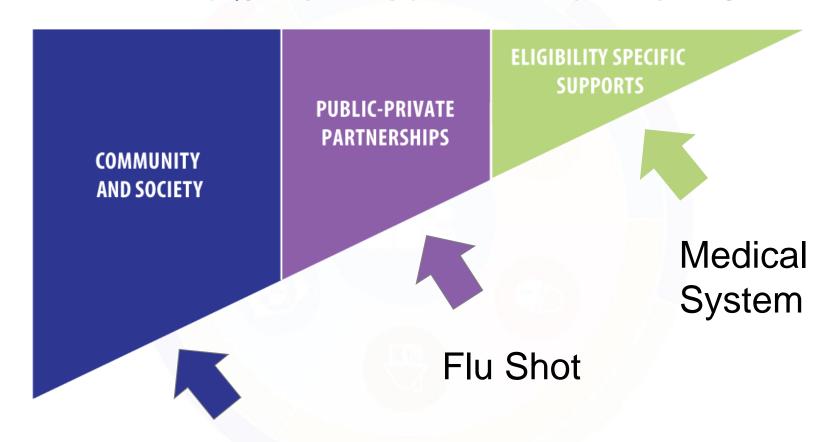
## Trajectory towards "Vision for Supports"



## Universal Strategies

Mapping Supports for Families Across the LifeCourse

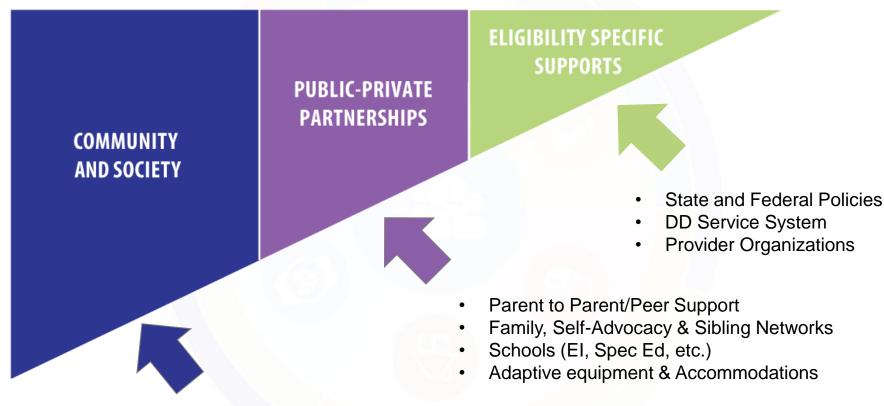
## ALL: Public Health Framework



Hand Washing Anti-Bacterial Soap



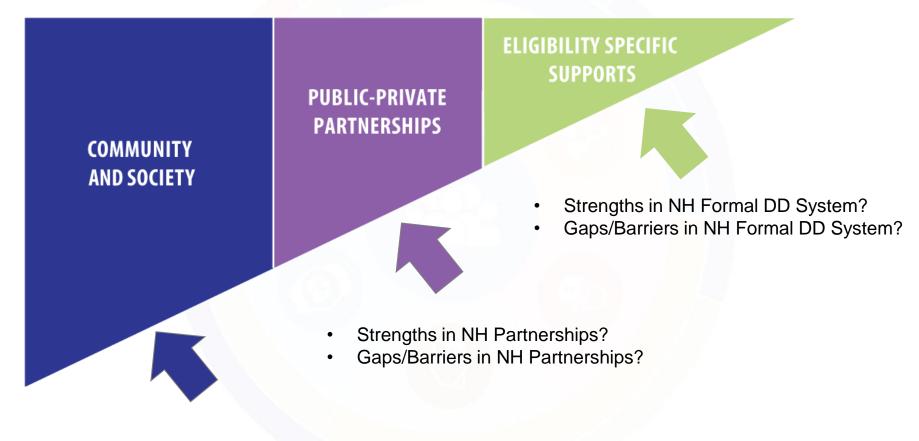
## Universal Strategies for Supporting Good Lives for ALL



- Universally designed and affordable homes
- Grocery carts for older kids
- EMT and Police knowledgeable and supportive
- Strong families and friends to share lives with
- Inclusive, accepting spiritual and recreational opportunities



## Mapping Universal Strategies in New Hampshire



- Strengths in NH Community & Society?
- Gaps/Barriers in NH Community & Society?

# Examples of Universal Strategies in 6 CoP States

Supporting Persons with DD and their Families Across the Life Course

# Change happens at the speed of trust

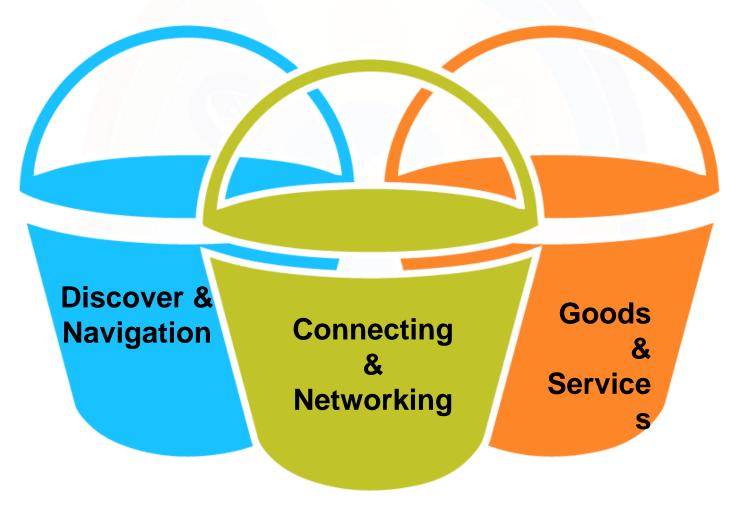


@F3G | 3





## 3 buckets of support

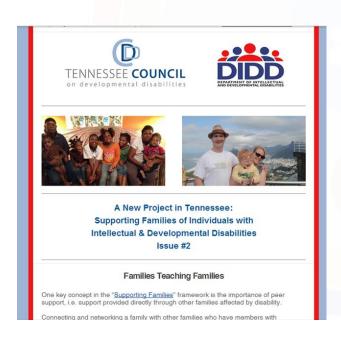


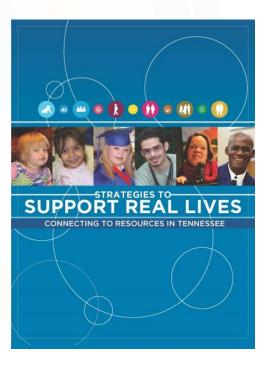


## Communication Tools for Reframing

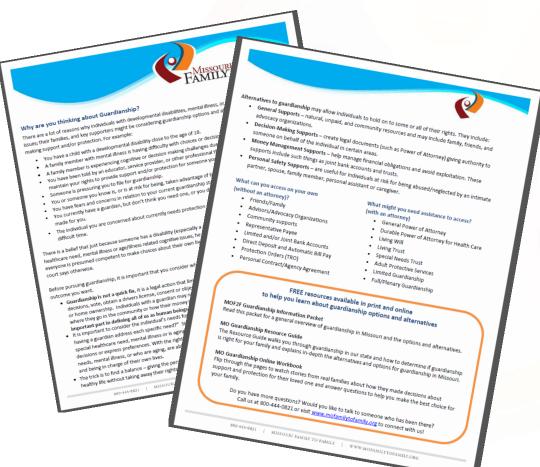
(e-newsletter, magazine, folder, website, social

media)





## Partnering to Change "The School Letter"



- Show Me Pilot
  Community organizations
  all recognized this as
  something important to
  them
- Partnered with F2F to use Alternative to Guardianship materials
- Getting the right materials into the hands of the people on the front line who could get them to families



# MO Focus on "local" front doors to F2F Supports

75 F2F local Affiliates (schools, county boards, durable medical equipment, behavior health, pediatric offices)

- DDD requests for intake and eligibility
- SHCN referrals between F2F and SHCN/HCY support coordinators
- First Step Coordinators
- Autism Centers (Thompson Center, Children's Mercy)
- Abilities First and Joplin Regional office created a Regional F2F LifeCourse Network

## **DDD Partnering at the Front Door**

#### State DD Agency

- Intake and Eligibility for State Division of DD and Medicaid Waiver services
- Person Centered Target Case
   Management and Support Coordination
- Provision and oversight of long term services and supports
- On-going quality enhancement and data collection of services and supports



#### Missouri F2F Resource Center

Parent-to-parent peer support for families of CYSHCN:

- Recruits and trains family mentors
- Maintains a pool of over 400 trained mentors
- Assists with creating timely and effective peer matches
- Provides follow-up support
- Evaluates outcomes
- Provides information on community resources





#### **Self-Advocates and Families**

 Timely and seamless access to needed information and support through parentto-parent peer support

#### Mo Family to Family Resource Center

- Enhanced capacity to reach more self-advocates and families across the lifespan
- Strengthened partnership with formal service system for policy and practice enhancements

#### **State Developmental Disability Service System**

- Cost effective strategy for providing integrated and seamless supports immediately at the front door (for both those eligibly and not eligible)
- Internal Seamless referral process directly to the F2F
- Access to trained peer support mentors and leaders across the state
- On-going data collection and quality assurance partnership on services provided





- Oklahoma: Statewide Joining Forces Family Leadership Conference and Rural Leadership Institutes
- District of Columbia: Family Stipends, Advocacy Training with Georgetown
- Connecticut: Facilitating bringing together Family Networks to work together on advocacy and information

## Practices Focused on Goods and Services Provided by State Service System





## Connecticut



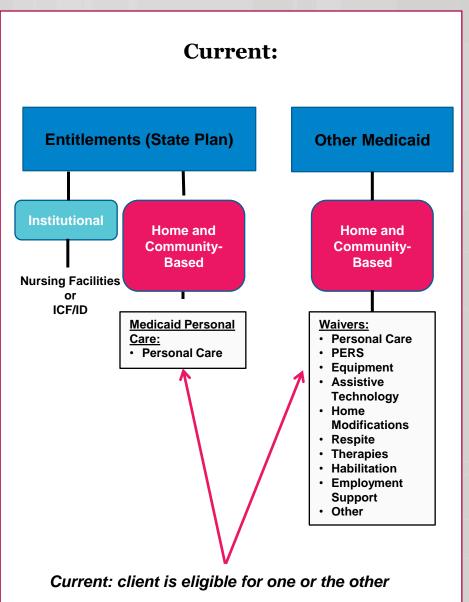


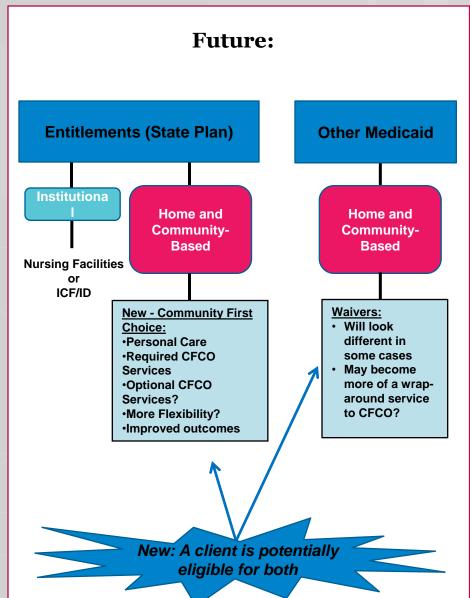


## Washington

- Strong leadership and partnership of state DD Council with State DD system
- Recommendations made to integrating "supporting families" framework and specific services into the new states K Plan
- Exploring "a family component" into already strong use of National Core Indicator data to drive systems change

## What does K Plan: Community First Choice change about our current system?





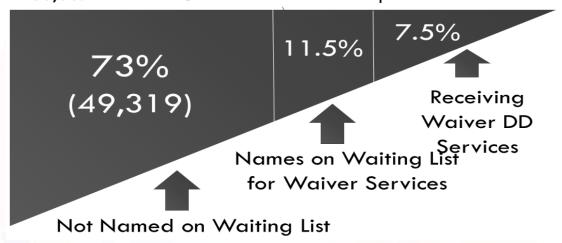


### State DD System

- Training focus on person centered planning integrating LifeCourse for case managers
- Enhance role of case managers and intake workers to focus on support to families
- Governors Blue Ribbon Task Force using LifeCourse framework to guide conversations and plan development

## **Reframing Wait List Discussion**

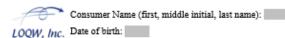
60,837 estimated Oklahomans with Developmental Disabilities



Information about Oklahomans with DD on Waiting List						
0-5	6-18	19-64	65+	Total	Details	
624	2579	3714	59	6,976	Names on Waiting List	
114	620	850	11	1,695	On list, No known public benefits	
510	1959	2864	48	5281	On list, Getting Some Public benefits	







Instructions for use: Mark if this assessment is annual or initial assessment. Meet with the individual and support members of their choice, ask each question in succession. Annuars should be recorded in full sentence form so that when they are read in succession the enswers create a story, without need to summarize.

Initial Assessment

Annual Assessment

Contributing staff or family:



#### Living Arrangement:

Do you like where you live and who you live with? Are there any modifications in your home needed to (rails, staff, stairs, etc.)? Do you feel safe when you are at home?

#### Transportation and Community Access:

Are there nearby places you like/need to go and how do you get there? What support do you need, if any, to access your community?

Is there anything you would like to learn how to do as a hobby or a special interest to you?



#### Social and Spirituality

#### Communication:

Who are your family and friends that are most important to you and what do you enjoy doing together?

How do you communicate with your family and friends (Verbal/ Nonverbal, letters, phone, email, sign language, communication device) and is there a way you could make more frequent contact?

All Charting the Life Course category logos and graphics from the Missouri Family to Family Resource Guide, and can be found at: http://mofamilytofamily.org/?catid=62.

# Changing Process and Practice:

LOQW
Updated Annual
Assessment for
Support
Coordination and
Targeted Case
Management



# Organizational Strategic Thinking: LOQW and PCS



Strategic Plan 2015 to 2018

# VISION: An inclusive community where all people have value. VALUES: Person-centered supports. Embracing innovation to empower individuals and employees. Ethically driven decisions and actions.\* Enabling meaningful lives through integrated supports, inclusion and relationships. Ensuring health and safety while promoting freedom of choice.

#### **Expectations of Persons Served**

Our consumers are our livelihood. LOQW must provide quality services and always strive to exceed the expectations of persons served.

Objective	Goal	Responsible Parties	Resources Needed	Timeline	Status	Comments
LOQW consumers as will remain satisfied with pervices score	Input regarding services will be gath- ered on the consumer's monthly review as well as random monthly quality assurance calls	Managers, Records Technicians	Computer, phone	Ongoing	1	
	Provide employment, community, per- sonal, and social opportunities to LOQW consumers that meet their needs and reflect their choices and social capital	Director of Com- munity Services, Managers, All direct care staff	Funding, communi- ty resources & con- nections	Ongoing	1	
DOQW consumers will receive services n a safe & healthy environment Sa	Staff will receive specialized training on specific medical needs of consumers with whom they work	Dir. of Community Services, HR, Managers, All	\$, computer/ internet, access to basic information	Ongoing	i.	
	Safety drills will be held with consumers living in their own homes at least annually	Managers, Direct care staff	SetWorks	1-2016		
LOQW will maintain a safe and adequate fleet of vehicles to support the daily operations of the organization	Continue to complete monthly vehicle safety checklists on each vehicle	Managers, Safety Director, All staff	\$	Ongoing	1	
	Report all needed repairs or staff concerns & follow up for compliance	Managers, All staff Safety Director	Communication opportunities	Ongoing	1	
	Report vehicle problems, accidents, etc. to the business office within 24 hours	Managers, All Staff	Messaging system	Ongoing	1	



#### **IN Charting a Trajectory for Case Management**













#### 2014

 Changed Practice to Refer Individuals for Intake <u>After</u> Medicaid Eligibility Secured

#### 2015

- Dedicated Liaison with State Agency
- Active Collaboration with CMCOs Resulting in Greater Opportunities for Feedback and Input

#### 2016

- •Concerted Focus on Building Case Management as Critical & Valued Role in Supporting DDRS Consumers
  - Hired Dedicated Consultant to lead innovations
  - Assembled Innovation Workgroup
- Dedicated Newsletter Focused on Issues Important to Case Managers
- Streamlined the Monitoring Checklist

#### 2017

- •Revised CM Certification Exam
- Allow RNs to be employed or contracted
- Retroactive BMR policy and High-Cost policy reduced administrative burden
- •Streamlining information technology systems and sunsetting Advocare
- •Implementing Workgroup recommendations

#### Vision for a Good Case Management for Hoosiers with Disabilities

Supports individuals and families of all abilities and all ages to develop a vision for a good life, think about what they need to know and do, identify how to find or develop supports, and discover what it takes to live the lives they want to

#### What We Don't Want for Case Management for Hoosiers with Disabilities

- Process over people
- Focused solely on waiver supports
- Focused on skill acquisition

















# Indiana An Updated PCISP

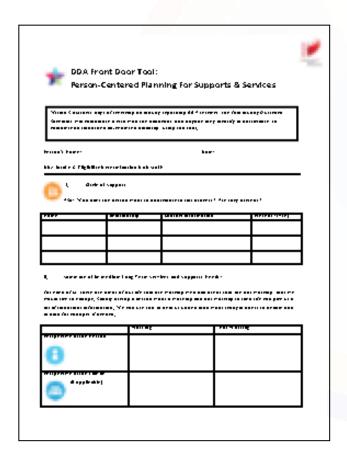
Approach

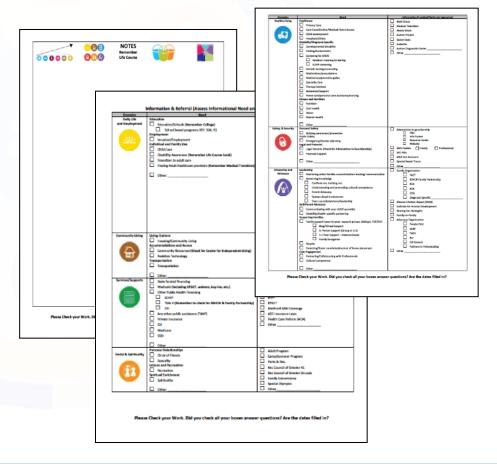
© LifeCourse Framework

- - \* Infused Throughout the Process
  - \* Focus on Holistic **Planning**
  - Emphasis on Supports Beyond Goods & Services
  - \* Tools Available to the Individual, Family, and Case Manager to Use, As Desired



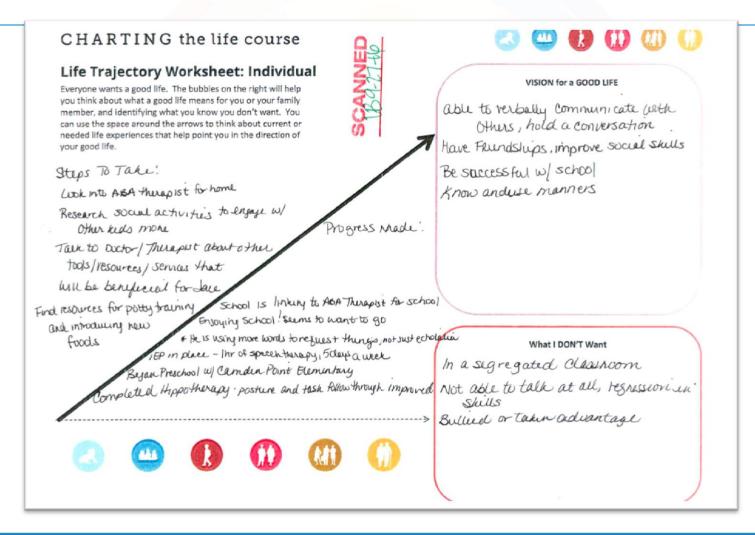
# Long Term Service and Supports: Guide Intake Conversations







## LTSS Service Monitoring

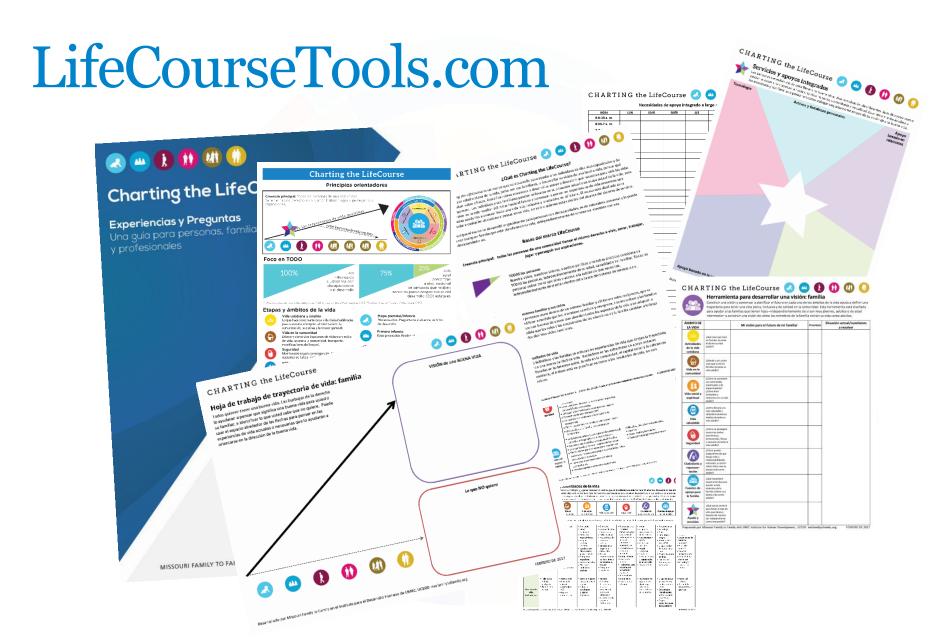




## Today's Outcomes

- Gain an understanding of the Charting the LifeCourse framework and it is being used to reframe policy, systems and practice change across the country
- Utilize the framework to celebrate the strengths of New Hampshire and identify barriers or gaps to supporting persons with DD and their families
- Hear examples about the Charting the LifeCourse promising practices and how it is being used by self-advocates and families

# Questions, Reflections, and Discussion





## LifeCourse Tools

## LifeCourse Educational Materials



# Questions, Reflections, and Discussion

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